



THE ROLES OF PARENTS IN YOUNG LEARNERS' ENGLISH VOCABULARY MASTERY AT SD NEGERI BANDUNGAN 01

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Abstract

Character is an important element in fictional work besides the other elements. In fiction, character reveals a textual representation of human being, or occasionally another creature. Character is the player in the story and it makes the story alive. Every character in a story has characterization. Characterization is the process of conveying information about characters in fiction. In other words, characterization is the way an author describes their characters' characteristic in the story. The importance of parents' role in children's language development has been shown to have a significant impact, particularly in English language learning. The method used was descriptive qualitative with total sampling, involving 55 parents as respondents. Data were collected through questionnaires, observation, interviews and documentation. The results showed that parental involvement has a positive impact on children's English learning. The role of parents in parenting was recorded as excellent with a percentage of (58.2%), communication was excellent (50.9%), willingness to volunteer was very good (61.8%), home learning was very good (69.1%), decision making was very good (49.1%), and collaboration with the community was very good (52.7%). The active role of parents has a significant effect on children's English vocabulary acquisition and creates a pleasant learning atmosphere that supports optimal language development.

INTRODUCTION

Language is a crucial tool for communication, allowing individuals to share thoughts, ideas, and information across cultures and contexts. According to Kurniati (2017) states, language enables people to express feelings, exchange knowledge, and build relationships. Among the various languages, English holds significant importance as it facilitates global communication, expands career opportunities, and provides access to worldwide resources. English has become the most widely learned international language, especially in Indonesia, where it is essential in education, business, and daily communication (Dimara, 2022). Understanding vocabulary is a key aspect of mastering any language, and it forms the foundation of language skills such as speaking, listening, reading, and writing (Tawali, 2018). Early exposure to vocabulary is crucial, as young children's brains are particularly receptive to language learning. In this context, parents play a vital role in supporting their children's language development, particularly by enriching their vocabulary through various interactive methods such as play, singing, and drawing.

The role of parents is significant in every stage of a child's learning process, as they contribute to motivation, emotional support, and the creation of a language-rich environment (Lestari & Rahma Handayani, 2023). Parental involvement can positively impact children's

academic achievement and overall language development (Anam & Afroni, 2020). A supportive family environment, filled with language stimulation, not only helps expand a child's vocabulary but also enhances their communication skills, listening abilities, and comprehension. Parents can also incorporate enjoyable and engaging learning methods, such as watching educational cartoons, storytelling, or interactive games, to foster a positive learning experience for young children.

This research aims to analyze the role of parents in assisting young learners in mastering English vocabulary at SD Negeri Bandungan 01. Unlike previous studies that focused on the effectiveness of teaching methods, this study emphasizes the importance of parental involvement in language acquisition. Furthermore, the novelty of this study lies in its research setting at SD Negeri Bandungan 01, a school with a large student population, which provides a representative sample for examining the impact of parental support. The researcher's choice of this location is also influenced by the strong support from experienced educators, making it an ideal setting for implementing and validating the research. By focusing on the role of parents, this study aims to contribute to a deeper understanding of how family involvement can shape early language learning outcomes.

METHOD

This study was conducted by using qualitative research design. According to Cresswell (2009), qualitative research as exploring how people interpret social issues through emerging questions, data collection in natural settings, and inductive analysis, focusing on individual perspectives and complex situations. The research used descriptive qualitative methods in analyzing in depth the role of parents in their children's acquisition of English vocabulary.

This study was conducted at SD Negeri Bandungan 01, Semarang, focusing on parents of students in grades 3A and 3B, with a total of 55 parents as respondents. Due to the small population size, this study used the total sampling technique. According to Sugiyono (2017) total sampling is a sampling technique where the number of samples is the same as the population. Data were collected through observation, questionnaires, interviews, and documentation. The questionnaire contained 30 questions consist six indicators adopted from Fitria, Sepyanda, and Permata (2022) based on Epstein's theory, which focuses on parental involvement, namely: parenting, communicating, volunteering, learning at home, decision making and collaborating with community. A Likert scale was used with the options Strongly Agree, Agree, Disagree, and Strongly Disagree to measure respondents against the given statements:

Table 1.1: Score Value of the Questionnaire

No.	Statements	Score Value
1.	Strongly Agree	4
2.	Agree	3
3.	Disagree	2
4.	Strongly Disagree	1

To find out the percentage results on this research questionnaire, data analysis was carried out by calculating using the formula proposed by Riduwan in Fitria, Sepyanda, and Permata (2022) as follows:

$$P = \frac{F}{N} \times 100 \%$$

Where:

P = Percentage

F = Frequency

N = The total number of students

After the calculation, the questionnaire results were then grouped into the following intervals:

Table 1.2: Classification Level of the Parents' Involvement

No.	Frequency	Classification
1.	81%-100%	Excellent
2.	61%-80%	Very Good
3.	41%-60%	Good
4.	21%-40%	Poor
5.	0%-20%	Very Poor

RESULTS AND DISCUSSION

Parental Involvement Based on Parenting

Table 1.3: Distribution of Respondents Based on Parenting

Parenting	Frequency	Percentage (%)
Excellent	32	58,2
Very Good	23	41,8
Total	55	100

The frequency distribution of parenting levels shows that most parents of students in grades 3A and 3B at SD Negeri Bandungan 01 pay high attention to their children's English learning at home. The survey revealed that 58.2% of parents rated their parenting as "Excellent," and 41.8% rated it as "Very Good." The survey covered questions like: "I accompany my child when learning English," "I invite my child to learn English," "I provide support and understanding," "I remind my child to learn English," and "I set an example by studying diligently." These results indicate that parents play an active role in motivating and supporting their children's English learning at home, which positively impacts their vocabulary mastery.

Parental Involvement Based on Communicating

Table 1.4: Distribution of Respondents Based on Communicating

Communicating	Frequency	Percentage (%)
Excellent	28	50,9
Very Good	26	47,3
Good	1	1,8
Total	55	100,0

The majority of parents of students in grades 3A and 3B at SD Negeri Bandungan 01 rated their communication regarding their child's English learning as excellent. The survey showed that 50.9% rated it as "Excellent" and 47.3% as "Very Good." The communication aspects included questions such as: "I ask about my child's progress in English lessons," "I communicate with the English teacher about my child's progress," "I discuss obstacles with the teacher," "I listen to my child's complaints," and "I motivate my child to learn English at home." Only 1.85% rated it as "Good." This indicates that parents at SD Negeri Bandungan 01 are highly aware of the importance of effective communication about their children's English learning, both with their children and the school, which supports their children's vocabulary acquisition.

Parental Involvement based on Volunteering

Table 1.5: Distribution of Respondents Based on Volunteering

Volunteering	Frequency	Percentage (%)
Excellent	20	36,4
Very Good	34	61,8
Good	1	1,8
Total	55	100,0

The level of volunteering by parents of students in grades 3A and 3B at SD Negeri Bandungan 01 in supporting their children's English learning is high. The survey asked about "I provide material support if my child wants to buy books about English", "I support my child to participate in English competitions", "I enroll my child in English courses/private lessons", "I support my child to participate in extracurricular activities that speak English", and "I always monitor my child's progress in learning English". Most parents rated their support as "Very Good" (61.8%) or "Excellent" (36.4%), with only 1.8% rating it as "Good." These results show that parents actively support their children's English learning through material support, activities, and monitoring, which aids in vocabulary development.

Parental Involvement Based on Learning at Home

Table 1.6: Distribution of Respondents Based on Learning at Home

Learning at Home	Frequency	Percentage (%)
Excellent	10	18,2
Very Good	38	69,1
Good	7	12,7
Total	55	100,0

The level of Learning at Home conducted by parents of students in grades 3A and 3B at SD Negeri Bandungan 01 shows very positive results. The survey asked about "I help my child with English assignments at home", "I invite my child to speak English at home", "I organize a special day to speak English at home", "I facilitate my child to learn English", and "I invite other family members to learn English together". Most parents rated their support as "Very Good" (69.1%), with a smaller number rating it as "Excellent" (18.2%) or "Good" (12.7%). These results show that parents play an active role in creating a supportive learning environment at home, which positively impacts their children's English language development.

Parental Involvement Based on Decision Making

Table 1.7: Distribution of Respondents Based on Decision Making

Decision Making	Frequency	Percentage (%)
Excellent	21	38,2
Very Good	27	49,1
Good	7	12,7
Total	55	100,0

The level of Decision Making by parents of students in grades 3A and 3B at SD Negeri Bandungan 01 shows a significant role in supporting their children's English learning. Parents were asked about "I provide advice on English learning obstacles", "I allow my children to choose the English course institution they prefer", "I help choose English learning manuals at home", "I allow my children to create English learning groups", and "I provide an understanding of the importance of learning English". Most parents rated their decision-making as "Very Good" (49.1%) and "Excellent" (38.2%), with only 12.7% rating it as "Good." These results indicate that parents at SD Negeri Bandungan 01 actively and thoughtfully make decisions that support their children's English learning, positively contributing to their vocabulary acquisition.

Parental Involvement Based on Collaborating with Community

Table 1.8: Distribution of Respondents Based on Collaborating With Community

Collaborating With Community	Frequency	Percentage (%)
Excellent	7	12,7
Very Good	29	52,7
Good	17	30,9
Poor	2	3,6
Total	55	100,0

The level of collaboration with the community by parents of students in grades 3A and 3B at SD Negeri Bandungan 01 showed varying results, with the majority giving a positive assessment. Parents were asked about "I discuss with other parents about my child's progress in English learning", "I visit the school if there are activities or events in English lessons", "I participate in sharing information or the latest methods to improve my child's ability in English learning", "I participate in building a pleasant learning atmosphere at home", and "I allow my child to study in groups in English learning". Most parents rated their collaboration as "Very Good" (52.7%), with some giving "Good" (30.9%), "Excellent" (12.7%), and a few rating it as "Poor" (3.6%). These results show that parents at SD Negeri Bandungan 01 play an active role in creating a supportive environment for their children's English learning, both at home and through collaboration with the school community.

Parents' Role

Table 1.9: Distribution of Respondents Based on Parents' Role

Parents Role	Frekuensi	Persentase (%)
Excellent	19	34,5
Very Good	36	65,5
Total	55	100,0

The frequency distribution for the level of parental involvement at SD Negeri Bandungan 01 shows that the majority of parents (65.5%) rated their role as "Very Good," indicating strong involvement in supporting their children's English vocabulary development through motivation, providing learning materials, and creating a conducive home environment. Additionally, 34.5% of parents rated their involvement as "Excellent," reflecting an extraordinary level of support, including intensive study assistance, encouraging participation in extracurricular activities, and promoting English competitions. Overall, these results highlight the significant impact of parental involvement, both directly and indirectly, on children's English language development, as parents not only support academic learning but also offer moral support and enrich learning experiences

outside the classroom. This involvement plays a crucial role in enhancing children's English vocabulary acquisition.

The Roles of Parents in Helping Young Learners' Master English Vocabulary

The study emphasizes the important role of parents in supporting students' English vocabulary development. The majority of parents (65.5%) rated their involvement as "Very Good," indicating active engagement in their children's learning, such as providing motivation, relevant materials, and a conducive home environment. This finding aligns with Jeynes (2016), who found a significant relationship between parental involvement and academic achievement. Additionally, 34.5% of parents rated their involvement as "Excellent," indicating a higher level of engagement, such as accompanying children for intensive study or encouraging extracurricular activities. Overall, the study confirms that parental involvement positively impacts students' English vocabulary development, supporting both academic learning and providing moral support. Tyson and Hill (2009) also highlight the importance of parental involvement in improving student learning, particularly in foreign language education. Thus, active parental participation significantly enhances students' English vocabulary acquisition.

Parents' Methods in Supporting Young Learners' English Vocabulary Mastery

The role of parents in supporting children's English vocabulary learning at home is crucial. This finding reveals that parents use creative, engaging methods such as educational apps, picture books, flashcards, and videos to help children learn new vocabulary. This finding aligns with Kilag et al. (2023), which shows that parents' use of child-friendly educational videos enhances English proficiency. Additionally, parents engage in simple English conversations, praise, motivate, and adjust learning methods to overcome challenges. Murshidi, Ghadah Al, et al. (2023) also highlight that parental involvement fosters a positive, creative learning environment. A questionnaire reveals that parental involvement accelerates children's learning and creates a supportive atmosphere. The study by Budiati, Hardiany, and Haryani (2021) supports this, indicating that parental stimulation significantly affects children's language competence. The questionnaire results show high involvement in various categories: 58.2% of parents excel in creating supportive learning environments, 50.9% actively communicate about progress, and 61.8% are involved in activities like competitions and private lessons. The "Learning at Home" category shows 69.1% of parents actively help with assignments and use English at home. Additionally, 49.1% are involved in decision-making related to learning resources, and 52.7% collaborate with other parents to improve learning. Efrizah, Indah, and Oxana (2024) also emphasize the positive influence of parents in enriching vocabulary through modeling and providing resources. These findings confirm that parental involvement is essential in supporting children's English vocabulary development both at home and in other learning activities.

CONCLUSION

The research on the role of parents in helping young learners master English vocabulary at SD Negeri Bandungan 01 concludes that parents play a crucial role in this process. Parents who are actively involved in their children's education, particularly in English language learning, help their children acquire vocabulary more quickly, as children feel motivated and confident with consistent support. The study shows that parents' methods, such as excellent parenting (58.2%), good communication (50.9%), volunteering (61.8%), providing learning facilities at home (69.1%), assisting with decision-making (49.1%), and collaborating with the community (52.7%), all contribute significantly to children's English vocabulary skills. Overall, the findings emphasize the importance of parents creating a supportive environment through various forms of involvement, which enhances children's English language development. This study provides

valuable guidance for parents, teachers, and relevant parties to improve the quality of early childhood English language learning.

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